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A PRELIMINARY STUDY OF ACQUIRING CROSS-CULTURAL INTERACTION SKILLS THROUGH SELF-CONFRONTATION

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AEROSPACE MEDICAL RESEARCH LABORATORIES
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AIR FORCE SYSTEMS COMMAND
WRIGHT-PATTERSON AIR FORCE BASE, OHIO

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FOREWORD

This study was initiated by the Training Research Division of the Behavioral Sciences Laboratory, Aerospace Medical Research Laboratories, Wright-Patterson AFB, Ohio. The study was conducted under Project 1710, "Training, Personnel, and Psychological Stress Aspects of Bioastronautics," Task 171008, "Training for Culture-Contact and Interaction Skills in Counterinsurgency." Dr. Gordon A. Eckstrand was the project scientist. Dr. Donald B. Haines was the task scientist. This report was prepared as part of an on-going series of studies aimed at training of American military advisors for work with their counterparts in other societies. The purpose of this report is to describe the outcome of an experimental study of different methods of training Americans in critical skills of interaction. Especial gratitude is extended to Dr. Gordon Eckstrand, Mr. Melvin Snyder, and Dr. Ross Morgan for their technical assistance in designing the study; to Mr. George Bierseck for his patient and competent analysis of required changes in television studio operations; to Miss Judith Etkind for tabulating data and acting as receptionist; and to Miss Karen Cray who scheduled experimenters, technicians, and subjects. Miss Cray assisted in the conduct of this study as part of an NSF junior science fair project.

Dr. D. B. Haines was killed on 6 May 1965 while actively pursuing field research as a participant-observer with a Mobile Training Team in Ethiopia. The tragic death of Dr. Haines has redoubled the efforts of those of us working on Task 171008 to complete the job for which he died.

This technical report has been reviewed and is approved.

WALTER F. GRETHER, PhD
Technical Director
Behavioral Sciences Laboratory
Aerospace Medical Research
Laboratories

ABSTRACT

An experiment was carried out to assess the relative effectiveness of two methods of training USAF military advisors in cross-cultural skills. A scenario was constructed requiring subjects to play the role of an American USAF Captain who had to interact, in specified ways with a "foreign counterpart," a role played by an actor. A list of 34 behaviors appropriate to the situation and fictitious culture were provided the subject. The behaviors required ranged from actions, gestures, etc which were similar to those in our own society, to those which were considerably different. Twenty-three male subjects were divided into control and experimental groups and taught the desired behaviors by two methods: (1) Verbal coaching after a role-playing session (2) self-confrontation by a videotape replay after a role-playing session. Considerable improvement resulted from these methods. The experiment confirmed the effectiveness of self-confrontation as a training technique for the rapid acquisition of complex and subtle skills of interaction - an area of difficulty encountered by USAF advisors on counter-insurgency training missions. Suggestions for further research on self-confrontation as a training technique are made.

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SECTION I

INTRODUCTION

Skilled interaction in intimate, person-to-person situations in other cultures is becoming an ever-growing factor in the success of United States activities abroad. The Department of Defense, Peace Corps, private enterprise, and the other agencies who send American advisors to other countries presently face manifold problems of effective interpersonal interaction. The military advisor deals with his foreign counterpart in training situations which may be fraught with stress. He is often under time pressure (short duration missions), his actions and their consequences are exposed to the glare of world-wide publicity in many instances, and he must be mindful of conflicting differences in role and status. His counterpart, although playing a student's role, may be the advisor's superior in age, rank and prestige. These critical and volatile characteristics of cross-cultural relationships place a high premium on the advisor's skill in verbal and non-verbal communications. Effective interaction requires a working knowledge of the counterpart's language, values, background, habits, and customs. Effective interaction also requires individual sincerity, consistency, and forthrightness in the role of advisor. This need was recognized early and is reflected in the elaborate language and area training programs provided American technicians and advisors by various government and private agencies throughout the United States. What is neglected, however, is the need to prepare the advisor in subtle aspects of the interaction situation which are culture-specific and constitute a behavior "language" all their own. This is the "Silent Language" described by Hall (ref 1) who gives a graphic account of its central importance in cross-cultural communication. The importance of understanding and correctly interpreting gestures used unconsciously by technical assistance advisors and their advisees has been discussed by Cleveland, Mangone, and Adams (ref 2) and by Spector and Preston (ref 3).

Recently Guthrie (ref 4) argued strongly for learning the culture language of another society as thoroughly as its spoken language. He sees many parallel principles of learning a second language and a second culture. Just as one's first language structures one's habits of thinking, one's first culture determines value habits. Guthrie further points out that a new language has pitch and inflective levels which one must learn. These correspond to a new range of gestural and expressive movements which are interpretable by the participants.

In the past a combination of language training and area studies were thought to suffice in preparing an American for his cross-cultural mission. Studies of returning advisors suggest that the culture language gets inadequate treatment in traditional orientation programs (Guthrie 4); (Haines 5). Guthrie found little correlation between skill in the second language and skill in the culture language. Humphrey and Spector* report that thoroughly learning a second language results in greater adjustment problems for the American advisor than a minimal mastery of the tongue. This is largely because the indigenous counterpart expects the advisor to be as facile with gestures,

* Humphrey, R., and Spector, P., American Institute for Research, Institute for International Research, Washington, D. C., Personal Communication, 1964.

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expressions, and social nuances as he is with the verbal language. The Peace Corps reports similar findings (ref 5).

One failure of traditional area-study programs has been their emphasis on broad factors of geography, economics, and political history with little attention paid to the interaction skills and interpersonal processes unique to the culture. Usually, the training in the "silent language," is limited to a printed list of cultural do's and don't's. A further shortcoming is the assumption that skills may be learned by passively listening to lectures or by discussing them abstractly. Area studies programs are generally un-discriminating in the selection of cultural traits and interaction skills for presentation to the trainee. Some customs and habits in the other society may differ widely from our own, yet not be important at all for the trainee to know (despite the colorful interest lent to a lecturer's talk when he reports them). Correspondingly, there may be behaviors natural to the other society, but are considered off limits for Americans. Some behaviors trivial in the United States may have serious connotations elsewhere (eg, the American habit of crossing the legs and revealing the sole of the shoe can be offensive in Southeast Asia and in parts of the Middle East).

A final deficiency of area study programs is that they seldom counsel the American in those habits and mannerisms to which he is expected to conform and those which he is to avoid. Such books as The Ugly American (Lederer and Burdick, ref 6) and The Overseas Americans (Cleveland, Mangone, and Adams, ref 2) criticized the American who rejected all the habits, values, and behaviors of the host culture and had no respect for the indigenous personnel. Peace Corps and State Department experience, however, indicate that going to the opposite extreme is equally bad. "Going native" only creates confusion, doubt, and an ultimate loss of respect. A sensitive blending and compromise of cultural constraints which preserves the dignity and idenity of advisor and advisee alike is required.

There is a definite need for fresh approaches to training for culture-contact. This study is an initial effort in a program designed to develop and evaluate new training approaches to this problem.

This program is being conducted in three phases: (1) An on-site task analysis of a typical Mobile Training Team * mission; (2) The exploratory development of new training methods for the rapid acquisition of cross-cultural interaction skills; and (3) The development of a cross-cultural survey methodology to provide the information required to prepare and administer a cross-cultural training program. Phases 1 and 3 are currently underway and will be reported in the future. Phase 2 was initiated with the study reported here. This study contrasts two methods of teaching interaction skills.

The experiment reported compares the utility of two methods of teaching interaction skills. Method 1 uses the principle of immediate knowledge of results through the verbal critique of performance during a practice session in which the behaviors to be learned are role-played. Method 2 combines

* Mobile Training Teams are composed of a variety of American military technical specialists. These teams are formed after a request for some specific technical assistance is made by another country. The personnel of a Mobile Training Team work directly with counterparts of the host country's military.

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Method 1 with the technique of self-confrontation. Self-confrontation is accomplished by putting the pretrained subject through a practice role-playing session. Then he is confronted by a videotaped record of his behavior. He sees and hears himself as others see him, thus vividly recalling his recent experience. While he is viewing the tape he is critiqued on his errors and accomplishments. The self-confrontation effect is hypothesized to influence an individual by this feedback because of heightened sensitivity to his own behavior.

Self-confrontation has been used extensively in the language laboratory. The research literature has been summarized by Carrol (ref 7) and by Eachus (ref 8). The self-confrontation phenomenon is usually exploited by having the learner tape-record his speech and listen to a playback. Hearing one's voice is an enlightening experience and sensitizes the learner to small differences in tone and pronunciation between his performance and some standard. The success of this procedure in teaching foreign languages led to the assumption that similar results would be obtained by using the technique to teach cross-cultural interaction skills.

Nielson (ref 9) investigated the self-confrontation phenomenon and found that subjects are more amenable to criticism and advice than with other critique procedures. Nielson also tentatively determined that the self-confrontation effect diminishes rapidly with time. It would therefore seem crucial to provide self-confrontation immediately after the performance of a given skill to use the phenomenon to its fullest advantage in a training situation. Since Nielson worked with motion pictures as a confrontation medium, the immediacy of feedback was limited in his study.

Other uses of self-confrontation in training have been reported by Eachus (ref 8), Haines (ref 5), and Stoller (ref 10). The studies by Stoller involved videotaping group therapy sessions in a clinical setting. Stoller reports that self-confrontation has assisted patients in accepting responsibility for their actions and has led to improved recovery rates and early release.

SECTION II

METHOD

APPARATUS. The apparatus used in this experiment consisted primarily of a well-equipped television studio manned by a director-producer, two video cameramen, and two technicians. The studio equipment consisted of two video cameras, an audio pickup and tape recording unit, synchronization units, and a videotape recorder. Figure 1 illustrates the studio layout. The cameras were concealed except for their lenses which projected through a dark floor-to-ceiling curtain extending around three sides of the room. The only furnishings in the room were two chairs and an ordinary oak desk. The feedback room and reception area were equipped with video monitors. The experimenter giving the critique or feedback was equipped with earphones and microphone so that he could direct the video and audio tape technicians to playback whatever portions of the feedback were required by the experimental design.

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CAMERA   CAMERA

SUBJECT   ACTOR
USAF   FOREIGN
CAPTAIN   COUNTERPART

FEEDBACK   CONTROL ROOM
ROOM

                RECEPTION AREA   FRONT
   DOOR
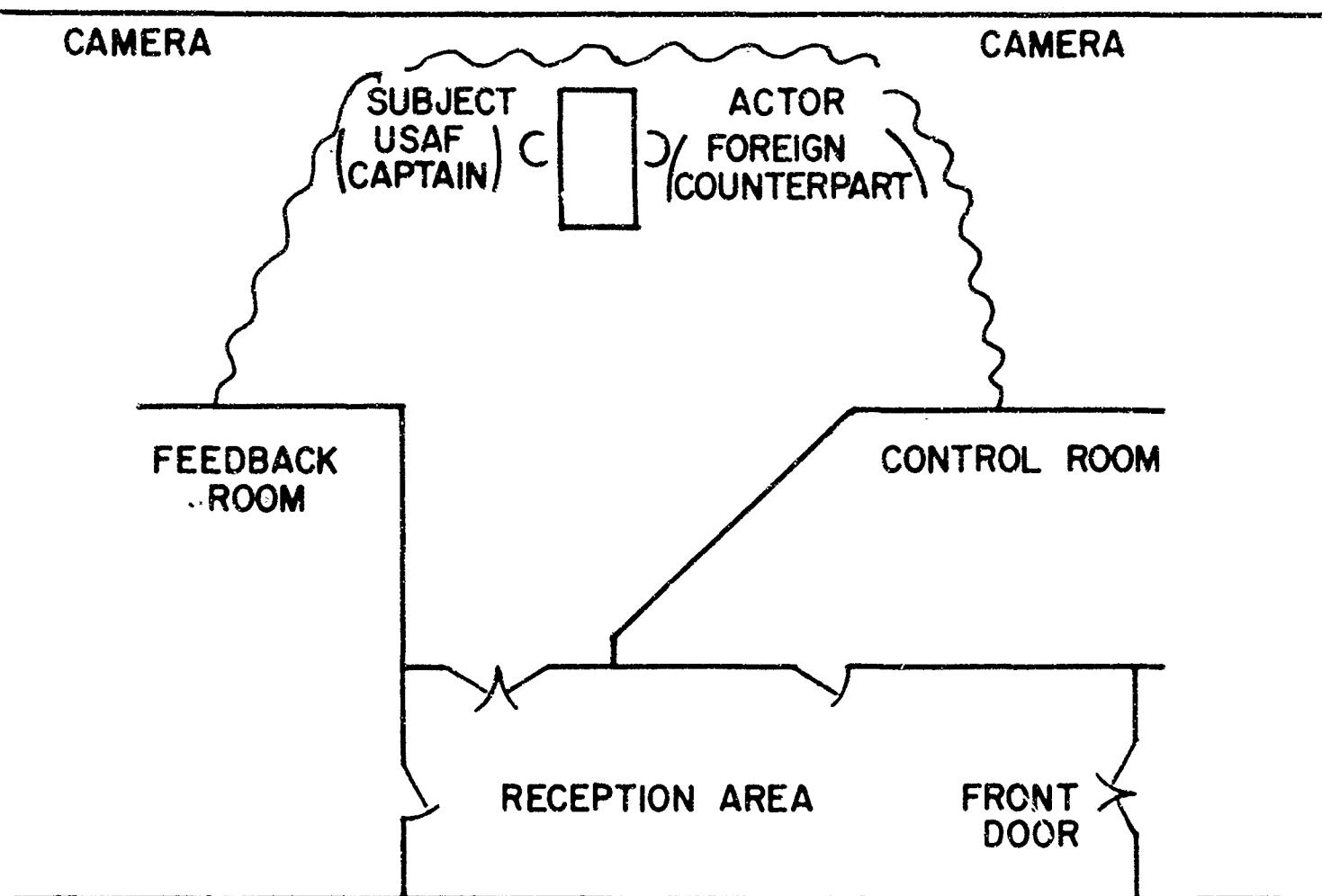
FIGURE 1. Studio Layout

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SUBJECTS. Twenty-three male students from the University of Dayton AROTC were subjects. The age of subjects varied from 17 to 23; all had taken one semester of public speaking, but had no acting experience. Thirteen subjects were assigned to the experimental group (Method 2) and ten subjects were placed in the control group (Method 1). Subjects signed up and were interviewed for the experiment. (See Appendix II for the interview form.) Thirty subjects were screened but only twenty-three completed the full experiment. This loss of subjects was due primarily to equipment failure. Subjects were told that the experiment required their appearance in a television studio and performance of a short scenario dealing with military duty overseas. Subjects were paid on an hourly basis for participating in the experiment.

PROCEDURE. The experimental design is simple and involves the comparison of two training techniques in a before-after test of interaction skills. The design does not attempt to evaluate retention.

The experimental situation was designed to provide a simulated environment wherin a subject would be required to engage in social interaction with a representative of another culture. Further, the interaction was delimited by the rationales built into the training manuals which each subject studied before participation in the situation. This information is contained in Appendix I, but may be briefly summarized here. The subject plays the role of an American training advisor (a USAF Captain) to the Air Force of "Country X." The subject calls on the "foreign" colonel who is commander of the foreign national forces undergoing training. During the meeting with the colonel, the subject is to report in, reprimand the colonel for a certain aspect of his official behavior, commend the colonel for another aspect of his behavior, and report out. The colonel is actually a specially coached member of the experimental team. The scene described in the "training manual" describes in detail certain of the customs and rituals appropriate to an appointment with a senior military officer in "country X." There are 34 acts outlined in the manual which the subject must perform to insure effective communication between himself and the colonel. These 34 behaviors consist of a variety of gestures, postures, manners of speech, reciprocal cues between the participants, and patterns of movement. All of the behaviors required of the subject in the scene are supported by rationales based on the customs and manners of country X. The subjects were not, however, provided with a script to memorize. They were given guidance on the form their speaking was to take and were required to extemporize their words in the situation.

The experimental and control sequences consisted of five phases: (See Fig. 2)
    (1) A pretraining session wherein subjects were presented with (a) a typed scenario, (b) a narrative list of behaviors for "culture X," (c) a detailed descriptive list of the same behaviors, (d) a brief condensed list of the behaviors, and (e) a glossary of terms used frequently in Mobile Training Team missions. These materials were bound in a manual (see Appendix I) for each subject to read and were administered in conjunction with a question and answer discussion period (see Appendix IV for Pre-training Procedure). Pretraining lasted an hour.
    (2) A "before" scene (trial 1) which required the subjects to roleplay the scenario attempting to perform the required behaviors. Trial 1 followed the pretraining after an interval of 2 to 5 hours. Trial 1 was videotaped.

(3) Trial 1 was followed by 20 minutes of feedback in both treatments. The experimental group feedback consisted of confronting the subjects with the video playback of their performance and coaching them on their strengths and weaknesses with regard to the requirements stated in the pretraining. In the control group subjects were critiqued orally for 20 minutes without video feedback.

(4) An "after" scene (Trial 2) served as the criterion for the effectiveness of both training techniques. Subjects went back into the studio and replayed the scenario. All of this was again videotaped. The videotaping of all trials permitted the objective judging of each subject's performance later.

(5) Following the criterion scene, the subjects were administered a five-item postexperimental questionnaire (see Appendix C). The questionnaire was not part of the experimental design and was included to provide certain procedural information only.

	EXPERIMENTAL	CONTROL
1 Hour	Pretraining	Pretraining
2-5 Hours	Break	Break
2-5 Minutes	Trial 1	Trial 1
20 Minutes	Self-Confrontation (Verbal Critique Plus Videotape)	Verbal Critique (No Videotape)
2-5 Minutes	Trial 2	Trial 2

FIGURE 2. EXPERIMENTAL DESIGN

The experiment ran 4 days a week for 2 weeks. Each day went as follows: 3-4 PM, pretraining; 6-10 PM, interaction with "counterpart." The 2 hour break permitted the studio to be prepared for the experiment and for subjects to eat. The pretraining procedure is detailed in Appendix IV. In brief, four subjects were brought together for the pretraining session which consisted of reading the manual and discussion of its contents with E. All subjects received a 5 minute test of comprehension and memory (see Appendix III) at the end of the pretraining session. Since all subjects obtained high scores on this test (94-100%), they were randomly assigned to the treatment groups. (We planned originally to match subjects on their test performance, but uniform high scoring made this unnecessary.) The use of this test parallels the use of after-course critiques in assessing adequacy of training which is typically employed by the Defense Department, State Department, and other agencies.

One subject was run per hour during each of the 4 hours scheduled every evening. Upon arrival, the subject received an abbreviated list of the 34 behaviors to review for 5 minutes. Following this he was ushered

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directly into the scene. (He was cued by the receptionist who told him
to knock on the door of the Colonel's office and enter when acknowledged.)
The scene lasted typically between 1-3/4 minutes to 3 minutes. All of the
subjects actions were video taped. During the taping, E scored the subject's
behavior on a standard assessment form (Appendix I). Feedback comments
were made on the same form. Following the first scene, the subject was
randomly assigned to either the control or the experimental condition. If
he was assigned to the control condition, he was given verbal feedback for
20 minutes by experimenter, who used the assessment sheet as a guide
for telling the subject what he had done (see Appendix VI for Feedback
Procedure). The subject was thus verbally critiqued on his performance
and coached on what he should do in the next scene. The subject was
instructed to return and go through the same scene again. He was cued as
before, played the scene (also videotaped) and reported to the receptionist
for debriefing. The debriefing, described in detail in Appendix VII, con-
sisted of giving the subject a brief post experimental questionnaire (see
Appendix X), an explanation of the purpose of the experiment, and his pay-
card.

The experimental subjects went through the same procedure as the
controls except that a videoreplay of their behavior accompanied the verbal
critique and coaching during feedback period. Thus, the experimental sub-
jects were confronted with the view of themselves as others saw them. This
allowed the E to verbally reinforce each successful behavior and to make
appropriate comments on any behavioral errors.

Training of the judges was required to insure the questions of reliable
performance measures to perform a suitable analysis of this design. Some
objective measure of subjects performance in the two trials was needed. The
usual measures of attitudes or sentiments which are often employed in social
psychological experiments were viewed as inadequate for evaluating training
techniques. A judging procedure (see Appendix XVIII) designed to provide
an adequately objective performance measure. In essence, the procedure consisted
of selecting five Antioch College Students (psychology and sociology majors)
who viewed the video tapes of all subjects. The judges were trained in
the use of the measuring instruments in order to properly equip them to
accurately rate the subjects performance. Using the same assessment
sheet as E in providing feedback (Appendix IX), the judges saw each of 46
scenes 3 times. Judging was done independently and the order of presentation
was randomized. Also randomized was the sequence of trials and the order
of the taped scenes. The judges were trained to use the evaluation forms
by practicing the judging procedure and observing tapes of the scene played
by subjects who did not participate in the experiment.

The basic question to be answered in this experiment was: Does self-
confrontation produce rapid acquisition of interaction skills? We wanted to
know how self-confrontation would compare with the more traditional (discus-
sion) technique for training interaction skills. The primary comparison to
be made is the change in performance from the first to the second scene.
The secondary comparison will be made by testing the change for the groups
trained by each method. This study represented an initial examination of
means for systematically modifying social interaction behaviors. As such,
three objectives were identified as crucial to the research program:

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(1) to assess the feasibility of using self-confrontation in a practical training setting; (2) to identify technical problems inherent in the technique and (3) to provide the investigators with experience in using self-confrontation as a training technique.

RESULTS

The analysis of the data occurred in two phases. Initially, tests were made to determine the effectiveness of self-confrontation as a training technique. The second part of the analysis centered in determining the types of behaviors most and least modified by the methods.

A. Judging Reliability

Because of the differences in the distribution of scores for the two scenes, reliability of judging was estimated separately for the before and after scenes. Reliability was analyzed through the use of Winer's (ref 11) analysis of variance method. The between judge for the before scene was .88 and for the after scene it was .90. The range of within judge reliability over all scores was .80 to .91.

These relatively high reliabilities support the notion that at least ordinal measurement of the behaviors in the scene was achieved. From Peak's (1953) discussion of reliability, there is some justification for assuming that the data obtained in this experiment may be classed as an ordered metric level of measurement. Data forming an ordered metric scale may be readily analyzed by the more powerful and efficient of the nonparametric techniques.

B. Treatment Comparisons

1. Tests

Two nonparametric tests were employed in determining the comparative skill acquisition of the experimental and control groups. These were the Mann-Whitney U Test and the Wilcoxon Matched-Pairs Signed-Ranks Test (Bradley, ref 12 and Siegel, ref 13). The Wilcoxon tests the significance of change in sets of scores (ref 13, pp 75 ff). The efficiency of the Wilcoxon when compared to t approaches 95.5% (ref 13, 0.83). The Mann-Whitney tests whether two samples have been drawn from the same population (ref 13, pp. 116 ff). The power efficiency of this test also approaches 95.5%.

2. Derivation of Scores

Each subject performed the scene twice; five judges each rated the 46 performances three times; each rating consisted of a "yes-no" or 0-1 for each of 34 specific behaviors. The reliability of the judging procedure was computed by generating scores for subjects by treatment for each judge and then performing the analysis of variance mentioned above. For the operations to be performed in testing the hypotheses, subject scores were derived by simply summing over each trial and judge for all behaviors. The resulting score for each subject represented his effectiveness in performing the 34 required behaviors on each trial.

3. Test of Acquisition produced by Self-Confrontation

The principle hypothesis operationally means that subjects receiving the Self-Confrontation between trials will perform significantly more of the 34 behaviors correctly on the second trial. The experiment group mean on the first trial was 7' 33 behaviors performed correctly. On the second trial

this mean number of correct behaviors increased to 28.20 (n = 13). This amount of change would be expected to occur only with a $p < 0.001$ (T = 0). The hypothesis is therefore supported.

4. <u>Test of difference in Acquisition produced by the Treatments.</u>

The secondary hypothesis suggests that self-confrontation should produce more acquisition of interaction skill than more traditional techniques. Initially, the probability level associated with the degree of change in performance for the control group was determined by application of the Wilcoxon test. The amount of change between trials in the control group was 4.45, $p < 0.01$. The Mann-Whitney test was used to determine the comparative rate of acquisition of the treatment groups. This comparison effectively tested the significance of the difference between the trial one means for both groups and that of the means for the trial two scores. This comparison did not achieve an ordinarily acceptable level of statistical significance ($p = 0.16$).

TABLE 1

.EXPERIMENTAL AND CONTROL GROUP MEANS
BY TRIAL

1		Trial 1	Trial 2	
Control		23.01	27.46	4.45*
Experimental		23.33	28.20	4.87**

* The difference in performance between trials for the control group would be expected to occur by chance with a $p < 0.01$.
** The difference in performance between trials for the experimental group would be expected to occur by chance with a $p < 0.001$.

The lowest mean achieved at any point (Control group, Trial one) represents a quite large percentage of the total number of behaviors possible (67.7%). The percentage of behaviors performed correctly by the Control group during Trial two was 80.8%. The experimental group means were: Trial one, 68.62%; Trial two, 82.94%. The change between trials for both groups was dramatic and the change for the Experimental group was somewhat greater than that of the Control group, but not quite significantly greater.

Another means of determining the relative effectiveness of the two treatments is to analyze the change in performance which occurred between trials for each of the 34 behaviors. To accomplish this sort of analysis, scores were summed over judges, observations, and subjects by treatment for each behavior. The mean change for each behavior is shown in Table 2, ranked from greatest to least change.

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Table 2

Rank Order of Change Produced by Treatments

Rank	Experimental Group Change	Behavior*	Control Group Change	Behavior
1	5.53	29	4.53	30
2	5.07	26	3.53	23
3	4.67	30	3.47	26
4	4.60	23	3.47	29
5	4.53	2	2.60	34
6	4.33	24	2.60	24
7	4.13	34	2.20	2
8	3.60	4	2.20	20
9	2.60	33	2.13	10
10	2.53	8	2.07	3
11	2.33	7	1.73	4
12	2.33	20	1.67	13
13	2.00	32	1.67	15
14	1.80	21	1.40	33
15	1.60	18	1.27	21
16	1.53	17	1.27	27
17	1.20	15	1.07	32
18	1.13	16	0.93	9
19	1.01	27	0.87	7
20	1.00	5	0.73	16
21	0.73	14	0.40	25
22	0.67	28	0.33	19
23	0.60	11	0.33	5
24	0.60	10	0.33	22
25	0.53	9	0.27	18
26	0.40	3	0.27	6
27	0.27	12	0.27	12
28	0.27	25	0.00	1
29	0.13	19	-0.33**	28
30	0.00	1	-0.40	8
31	-0.07	22	-0.93	11
32	-0.60	6	-1.07	17
33	-0.80	31	-1.27	14
34	-1.00	13	-2.13	31

* The description for each behavior are listed in Appendix I.
** Negative scores represent a degredation in performance from trial one to trial two.

Table 2 contains the rank order of change scores for both groups and Figure 3 presents this data graphically. The means for each treatment group are as follows: Experimental group, $\bar{X} = 1.74$; Control group, $\bar{X} = 1.24$ ($t = 1.21$; t. 01, 33 = 1.69). This is not a statistically significant difference between the acquisitions produced by the two groups.
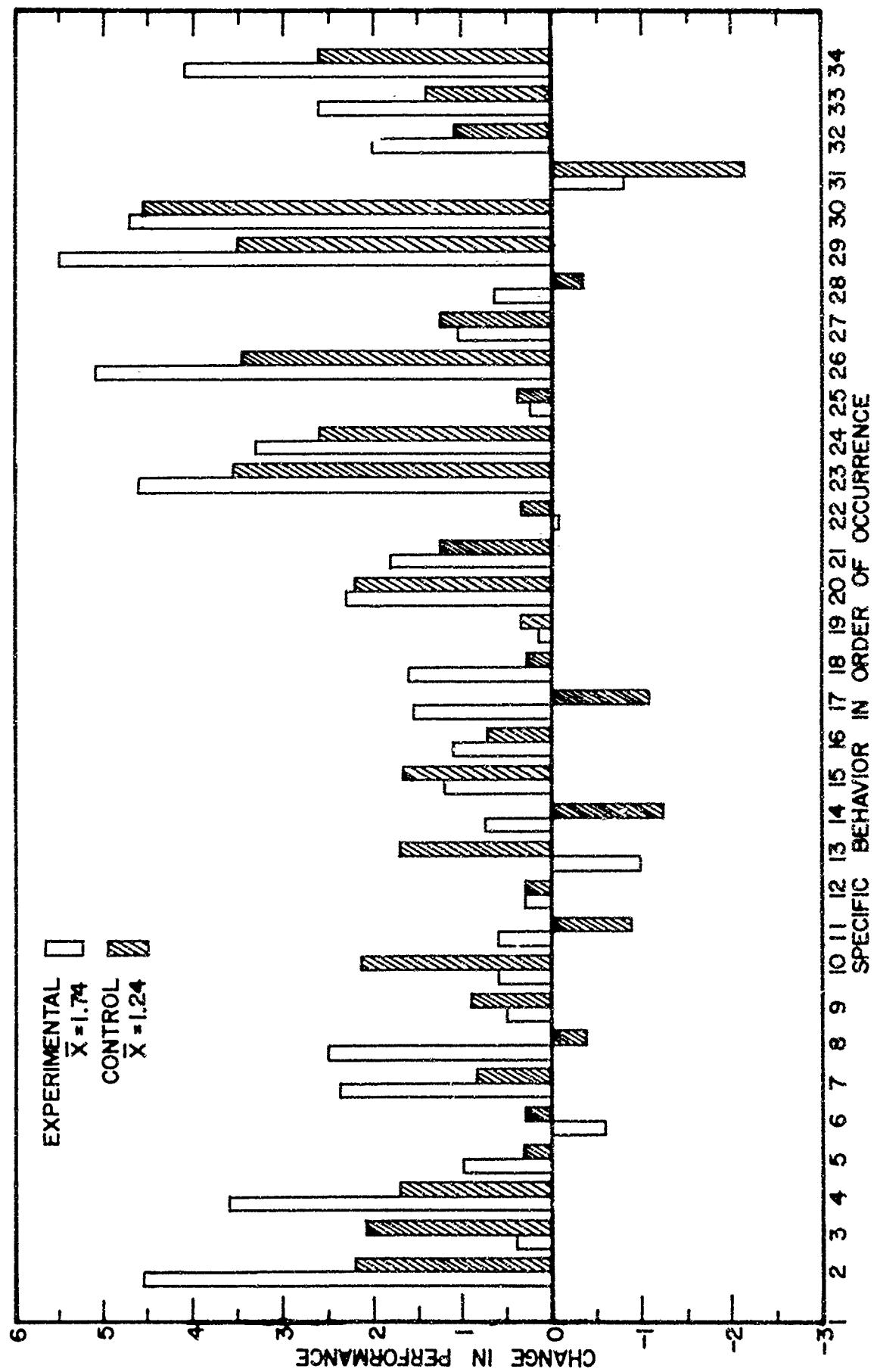
FIGURE 3. CHANGE IN PERFORMANCE BY
TREATMENT FOR EACH BEHAVIOR

5. Analysis of types of behaviors modified by each treatment.

The scenario required that subjects perform different types of behaviors. Three major types are readily identified: verbal behaviors, pine nonverbal behaviors, gross nonverbal behaviors. The distinction between fine and gross nonverbal behaviors is made on the basis of what physical portion of the subject was involved in performance of the required behavior. As an example, posture while seated was considered a fine nonverbal behavior, while walking in a particular manner to a given position was considered a gross nonverbal behavior. Of the 34 behaviors in the scenario, 19 were verbal and 15 were nonverbal. For change in the performance of verbal behaviors, the experimental treatment was only slightly above the control treatment (Experimental group $X = 1.70$, Control group $X = 1.15$). The treatment means for the nonverbal behaviors were 2.03 for the experimental group and 1.16 for the control group. Self-confrontation produced just slightly more acquisition of nonverbal interaction skills than verbal while Verbal Critique produced above the same for each category. For gross nonverbal behaviors, the treatment means were 2.22 for the experimental group and 1.33 for the control group. For fine nonverbal behaviors the means were 1.82 and 0.95 for the experimental and control group, respectively.

DISCUSSION

GENERAL COMMENTS. The principal result of this study is that the phenomenon of self-confrontation has been shown to be an effective medium for training interaction skills. There are, of course, other means for training such skills. The primary purpose of this study was not to provide a comparative analysis of the various techniques which may be used in training interaction skills in a cross-cultural setting; it was to demonstrate that self-confrontation could in fact be used in this manner. Thorough comparative studies will follow. In addition to these comparative studies, many basic questions need to be answered with regard to the efficacy of self-confrontation as a training technique: What is the course of retention? How do attitudes of the trainee affect acquisition and retention? How does self-confrontation affect trainee attitude? Can the procedure of training through self-confrontation be simplified to reduce the expenditure of time and money? These questions will be examined in further studies of the technique.

Self-confrontation may be slightly more effective in training interaction skills than the discussion technique. The discussion method in this study has been used in the past to teach complex, subtle skills in many areas; such as theater, athletics, public speaking, salesmanship, etc. The process of verbal critique or coaching seemed to be a good test of any new training method. Both the experimental and control methods produced rapid acquisition of the 34 behaviors in the scene. Both methods seem to act in much the same way, in that verbal critique and self-confrontation both modify verbal and nonverbal behaviors with some slightly greater acquisition being produced by self-confrontation.

Self-confrontation does not seem to act more on one type of interaction behavior than another to any dramatic extent. The method seems to act in much the way of verbal critique, but with slightly more effect. The results show that self-confrontation produces roughly 10% more acquisition than does verbal critique. In future studies, the procedures used to implement self-confrontation as a training technique will be subject to modification in an attempt to take fuller advantage of the phenomenon. This study was conducted in an existing television studio and was therefore at something of

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a disadvantage because of the distractions imposed by unusual pieces of apparatus such as high-powered lights, microphones, etc.

This sort of equipment is not necessary with appropriate use of existing types of television equipment, and a studio may be designed in which no unusual lights, cables, or drapes are present. Microphones are available which may be concealed. Such a studio may conceivably permit a subject more freedom from stress and provide a less unusual environment. Also, this was the subject's first exposure to self-confrontation. It is likely that with repeated exposures, subjects will adapt to the technique and utilize its unique features in a more efficient manner. The use of self-confrontation as a training technique can be more thoroughly studied then, and a more detailed examination may be made of its effect on the modification of social interaction and other problems.

The basic application of.this new training technique is to be training American military advisors for more effective communication with their counterparts. The experimental situation used in this study was quite artifical and was not intended to represent the kind of problem common in advisor-advisee relationships. The situation was specifically designed to provide a framework within which interaction could be studied in a laboratory. The interaction behaviors which were trained represented a range of possible types of behaviors which may be critical to the effectiveness of an advisor in another culture. Military manners, forms of address, patterns of speech, and personal bearing were all included in the list of things to be learned for this reason. The important thing to consider from the outcome of this experiment is that short complex sequences of reciprocal behavior which are highly structured can be trained rapidly and effectively.

Self-confrontation as a training technique must be explored further before any practical training applications can be generated. A clear description of the areas of interpersonal relationships which may be best improved through the use of this technique is necessary and requires identification and manipulation of the parameters of self-confrontation. For example, the method may be quite useful in training individuals in new military courtesies, but be less effective in training social amenities. Other methods of training may be more efficient in training certain skills involved in particular areas of advisor-advisee relationships. Self-confrontation should be used for only those cross-cultural behaviors where it has been demonstrated to have a unique training advantage. A useful program of training can only be built after determination of the particular applicability of self-confrontation.

METHODOLOGICAL CONSIDERATIONS. The basic problem confronting experimental evaluation of any technique for training interaction skills is that of measuring the effect of training. Determining criteria for quality of performance is difficult and not always clearly objective. A solution to this problem was developed in this study. The performance of subjects was measured on the basis of their doing or not doing certain things which had been specified during pretraining. The situation in which subjects performed was designed to have such behaviors in it. These behaviors were so prescribed that their presence or absence could be readily identified. This notion formed the basis of the judging procedure from which the data were generated. The rating forms that were used by the judges were designed to

eliminate as much subjective or cognitive decision as possible from the rating task. The method proved to be effective, judging from estimates of reliability. The study of a new training technique must remain as objective as possible if any useful technological development is to occur. Therefore, cognitive accounts of the effects of self-confrontation must be avoided in further research on the phenomenon as a training technique.

The course of acquisition of interaction skills produced by self-confrontation was not fully explored in this study. Only two trials were run showing rapid increase in the quantity of correctly performed behaviors. Some preliminary study was made of how the method acts over more trials. Several subjects were run for four trials during the week preceeding the start of the experiment proper. They received all the standard pretraining. Of the 4 subjects ren, 3 reached 34 behaviors correct in three trials and maintained that level of performance on the fourth trial. The fourth subject performed 34 correctly on the fourth. This tentative result requires much more study, but indicates at least that maximum or near maximum performance may be expected using this technique in very few trials in situations where interaction is somewhat structured.

The retention generated by self-confrontation is not known. Complex behaviors are learned rapidly, however, and it does not seem unrealistic to assume that high retention levels will be obtained for some reasonable length of time. The next study in this series on self-confrontation will determine the retention curve of skills trained by this method. For the application to which the technique will be put, it will be necessary to have a certain type of skill retention. Whatever the results of a retention study on self-confrontation, parameters will be modified to approach the optimum for the application.

The number of technicians involved in this experiment was large. The complexity of conducting research of any kind with a large number of technical personnel involved precludes much flexibility and presents considerable scheduling problems. The ease with which research on self-confrontation may be done will increase as soon as present advances in the state-of-the-art are implemented at the laboratory level. The videotape recording apparatus used in this study represented a cumbersome investment in money and space. A videotape recording system has been devised and obtained with which one operator, using various remote control devices can serve in place of the five technicians previously required to man a two-camera system. This new system requires no special lighting equipment and may be moved quite easily to different locations.

Two additional comments are necessary. The design of this study was such that very conservative statistical estimates of the relative effectiveness for each technique would be made. That is, subjects were employed without special selection requirements and therefore were quite unaccustomed to the demands made by a studio setting. All subjects had experienced some form of verbal critique previously. Secondly, throughout the course of the experiment no subjects withdrew. This indicates that the technique may be employed to a wide audience without special adaptation. The problem of adapting to confrontation will be examined in the future. This should decrease the conservative nature of the tests employed in the present study.

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Finally, we must point out that any training program for cross-cultural interaction skills cannot make natives out of foreigners. The type of training program which is foreseen is one in which certain basic skills and knowledge are taught to personnel assigned as advisors in other countries. Much of what is needed in this sort of training is simply the means through which an American can express his sincerity and willingness to provide assistance. If a method can be developed for practical application which will achieve this end, then advisor-advisee relationships will become more effective and there will be fewer possibilities for confusion to arise from a difference in meaning based on the "universal truths" inherent in every culture.

This study was preliminary to a program designed to provide training and analytical techniques for use in increasing the effectiveness of Americans acting as advisors and instructors in other cultures. The basic objectives for this first study were stated earlier, but deserve restatement. This study was conducted primarily to (1) assess the feasibility of using self-confrontation in a practical training setting, (2) to identify technical problems related to the use of the technique in training, and (3) to provide the investigators with experience in the use of the technique. These objectives are basic at this early point in a programmatic approach to the study of cross-cultural inter-action processes. The results of the experiment support the feasibility of using self-confrontation as a training technique for interaction skills. The complex and subtle contingencies which are involved in interpersonal inter-action at a cultural interface may be adequately displayed through self-confronta-tion. The technique does not involve any undue loss of time for training research psychologists in the operation of sophisticated equipment. The state of the art in closed-circuit television and videotape recording permits an electronically naive individual to operate an entire videotape recording system with little training. The results of the experiment have presented certain problems. It will be necessary to experimentally establish some sort of baseline data regarding self-confrontation. The full course of acquisition and retention through use of this technique must be established. Thorough analysis of the parameters which are manipulable with this technique must be identified and useful contingencies for the type of behavior to be trained must be established.

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BRIEFING MATERIALS FOR AMERICAN ADVISORS IN CULTURE X

Scenario

PROBLEM SEQUENCE III: Reporting, Reprimanding, Commending

Cast:
   Subject: Captain Robert Brown, USAF, serving as advisor in Country X

   Colonel X: Unit commander at major air base in Country X

BACKGROUND:

Captain Brown is the head of an American Air Force Mobile Training Team (MTT) sent to Country X. The MTT was requested by the government of Country X. The purpose of the MTT is to teach the Air Force of Country X the latest techniques of air-drop and night flying procedures to prepare them for counterinsurgency should the need arise. Captain Brown is in a very important position which requires skill not only in his technical area but in dealing with his counterparts in this newly-emerged republic. The government of Country X wants the counterinsurgency training and so do the local officers but at the same time they are quite conscious of their status as an independent country. The local officers and non-coms are "westernized" to a marked extent--they speak English, have technical skills up through our equivalent of high school and wear uniforms similar to our own. They do have different customs, cultural behaviors and taboos, however. This means it is necessary for the American team captain to recognize these cultural differences in dealing with his counterparts; especially where matters of honor, pride in performance, and "face" are concerned. Some of our ways of behaving, although perfectly natural and customary in the U.S., are offensive or just not done in Culture X. Also, there are modes of behavior expected by people in culture X which are unknown to Americans. Although people in culture X realize that the Americans are from another society, their failure to observe certain customs and protocol can lead to misunder- standings and misinterpretation, thus seriously affecting the success of the training mission. This is aggravated by the short duration of the training mission (60-90 days) and by the stressful character of the practice maneuvers (parachuting at night, etc.). The military in Country X have many proud traditions which stem from the high status and respect accorded the soldier or warrior. Being a career officer in Country X's Air Force is a dis- tinguished, highly regarded profession. This is borne out by the emphasis on proper military demeanor, dedication and emphasis on protocol. Americans are somewhat taken aback by their first glimpse of an Air Force uniform in Country X. It looks very much like a band leader's or usher's costume back in the U.S. It is crucial, therefore, that the American advisors do not react with humor or curiosity, but are certain to give the uniform the respect it deserves. The military in Country X know that the U.S. has a higher standard of living and has an abundance of materials, resources, etc. They are, therefore, quite sensitive to anything which implies or suggests that Country X is "poorer" or "backward." This leads to a certain flamboyance in dress and manner which the American must expect and under- stand. This manual describes in detail the proper procedures and manners for you, as Captain Brown, to handle a delicate situation which has just arisen.

SITUATION:

You have been working with Colonel X for several weeks in introducing new methods of air-drop procedures and paratroop deployment to the Air Force of Country X. Last night was the first large scale training mission which went quite well except that a field grade officer, Major Y, refused to jump during a critical part of the exercise. The failure of Major Y to jump is the direct consequence of Colonel X's differential treatment of his senior grade and junior grade officers. It is customary in Country X for commanders to relax their discipline with their higher ranking officers and to give them considerable personal freedom. When you first arrived at the base, you warned Colonel X that he would have to change this custom; that night maneuvers with paratroops required rigorous discipline. The incident should not go unnoticed and future occurrences can be prevented if you take appropriate action immediately with Colonel S. You asked for and received an appointment with Colonel X this evening. You are to report to Colonel X and then to reprimand him for not handling the training of field grade or senior officers more appropriately. You should also commend the Colonel for his effectiveness in training and coordinating the support troops during the exercise. You are in civilian clothes (preparatory to going on short leave) and are on the verge of entering the Colonel's office.

PROBLEM:

This is a serious situation from the standpoint of morale, good train-ing and procedure, and future relationships between American advisors and their counterparts in Country X. To return to base without jumping one of his advisees establishes a bad precedent for the subject. Worse yet, it suggests invidious comparisons between American military men and those of Country X. Fortunately, the situation can be remedied by the subject giving the appropriate reprimand. Reprimands are recognized in Country X and, in fact, are expected. However, the manner in which the reprimand (reporting and commending also) is delivered is extremely important in determining how it is accepted. There are different kinds of reprimands and each must be delivered in a different way, though the differences appear slight and subtle to an outsider. The manner in which a reprimand is de-livered varies with the severity of the offense, the status relationship between the persons giving and receiving the reprimand, and the degree of acquaintanceship involved. The type of reprimand which the subject must deliver is one which is appropriate for a severe offense, appropriate for people who are acquainted but are not friends in a social sense and is appropriate for the differences in rank between the American Captain and the Country X Colonel. There are a number of behaviors appropriate to reporting, reprimanding and commending. These are described here in detail.

Narrative List of Behaviors to be Learned

1. Knock, wait for acknowledgement before entering.

2. (REPORTING TO A HIGH RANKING OFFICER IN CULTURE X)

Enter, walk briskly and in a military manner to the left side of the Colonel's desk. Step up with thighs and palms touching desk, looking across the desk. Do not speak--this is the proper way of reporting to a senior ranking person in Culture X. If your behavior is acceptable to the Colonel, he will rap sharply on the desk twice; this signifies his acceptance of your presence. If he does this after some interval, it means he is dissatisfied with your bearing and manner--the longer he waits, the more quickly and formally you should behave after the signal (rapping the desk). If he raps quickly, you should give your name in a relaxed manner and take your seat in a matter of fact way. You can take your time in giving your name. But, if he waits for a while before rapping, then you must give your name rapidly and take your seat instantly and sit there at attention. Be certain to give your name before you sit.

3. (REPRIMANDING)

You have reported and taken your seat. Regardless of how well you impressed the Colonel with your reporting procedure he now sets the stage for hearing your business by assuming a relaxed posture in his own seat. Your task is to reprimand the Colonel for his differential treatment of junior and senior officers in his command. It is important that the reprimand be initiated as soon as the Colonel indicated his acknowledgement of your reporting behavior. To begin the reprimand, you shift your chair to your left so that you can focus your eyes more directly upon the insignia on the Colonel's right shoulder. At the same time you assume a seated position of attention in your chair and speak to the Colonel in subdued tones and in a formal manner. You look at and address the insignia because you are talking to the rank and not to the man. To use personal and informal language is an insult to the Colonel. You are to make three points and to do so in one-way communication; i. e., the Colonel is not expected to answer or react until you finish. If you use questions, they must be rhetorical or exclamatory. You never look at the Colonel throughout the reprimand, nor do you allow your gaze to wander from his insignia. Each point must be given equal weight and your whole communication must not run more than one and one-half minutes. The exact words used in the reprimand are relatively unimportant as long as they are not insulting according to American cultural standards. However, the manner in which they are delivered is all important. The points to cover are: 1. the Colonel has given preferential treatment to his senior or field grade officer; 2. this led to an incident in a paratroop exercise where a major refused to jump; and 3. although a training mission, the failure of a field grade officer to follow orders could seriously jeopardize the future operational capability of air-drop procedures. Once the reprimand is delivered you signal its termination by relaxing and simultaneously moving your chair back to the center front of the desk while looking the Colonel full in the eyes. The Colonel indicates his acceptance of the reprimand by rising and formally thanking the American for his advice and concern. The Colonel then seats himself and relaxes.

4. (COMMENDATION)

Following the reprimand and its acceptance both officers are again

You now wish to commend the Colonel for another aspect of the training mission. This calls for a particularly important gesture on your part which must be made at the appropriate time and in the proper manner since somewhat similar gestures have insulting connotations both in our society and in culture X. The gesture is to place your hand on the Colonel's left shoulder insignia while he is seated at his desk and you are standing at his left. This symbolizes the fact that you now are addressing the man himself, not his rank. The sequence of behavior is as follows: Rise from your seat and walk around the side of the desk to your right and place your right hand on the Colonel's left shoulder insignia. Begin speaking in a relaxed, informal, personal manner. Use greater speaking volume, inflection, and warmth in your voice. Make expansive gestures with your left hand while speaking in this manner. The Colonel is to be commended for a part he personally played in the accomplishment of the training mission as a whole. There are three points you are to cover in the commendation: 1. the Colonel's excellent preparation of his support personnel for training and his continued support and motivation for these personnel during training: 2. the good effect well trained support personnel have on operational success of air drop missions; and 3. the excellence of the relationships that will develop between Country X and the U.S. as a result of successful operational effectiveness. You must be careful to make the length of the commendation nearly equal to that of the reprimand— for either one to be disproportionately long is demeaning and suggests insincerity. You terminate the commendation and the whole interview by returning to the front of the desk and standing silently at attention until the Colonel raps once. When he does rap, whether he speaks or not, you leave in a brisk, military manner, shutting the door behind you.

Behaviors to be Learned: Detailed Description

1. WAITS FOR ACKNOWLEDGEMENT: When cued by a assistant, knock to begin scene. After knocking, wait for Colonel to answer and then proceed with the scene.

2. WALKS IN MILITARY MANNER: Step out in brisk, smart manner with arms swinging naturally, head up and with even stride. It should be a confident walk, neither relaxed or slouched nor hurried or stiff. Time the strides so that you arrive at the left side of the Colonel's desk (which will be at the Colonel's right).

ENTER HERE
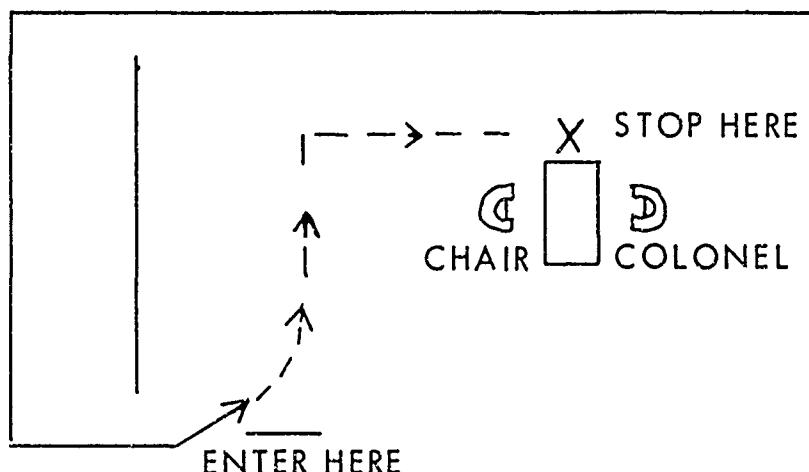
3. STANDS AT EDGE OF DESK WITH THIGHS AND PALMS TOUCHING DESK:
Stand at attention with thighs lightly touching the desk edge; your palms
should be turned outward so that they are parallel to the desk edge and
touching it. Keep head straight and gaze directed down the length of the
desk (not toward the Colonel). Stand at attention throughout. Do not speak.

4. & 5. AFTER TWO RAPS ON DESK PAUSE BEFORE GIVING NAME AND
SITTING DOWN: If your behavior is acceptable to the Colonel he will rap
sharply on the desk twice; this signifies his acceptance of your presence.
If he does this after some interval it means he is dissatisfied with your
bearing and manner - the longer he waits, the more quickly and formally
you should behave after the signal (rapping the table). If he raps quickly,
you should give your name in a relaxed manner and take your seat in a
matter-of-fact way. It is not necessary to rattle out your name in staccato
fashion. However, if he waits for a while before rapping, then you must give
your name rapidly and take your seat instantly and sit there at attention.
Sitting at attention involves erect posture with back away from the back of
the chair, both feet firmly on the ground and parallel with each other, hands
resting on each thigh, head erect, and facing squarely forward, knees together.
Be certain to give your name before taking your seat.

6. SHIFT CHAIR TO OWN LEFT: When you take your seat you will note that
it is directly in front of the Colonel's desk. In this action, which is the
signal that you are about to initiate the business which brought you to the
office (the reprimand), you move the chair at least one foot but not more than
half the width of the desk to your own left. As you do this, fix your gaze
on the Colonel's insignia on his right shoulder (see #7 below). From this
point until #12 (end of reprimand) you gaze steadily at the insignia and at
nothing else.

7. SIT AT ATTENTION: (See end of #4 above for posture and position).
Upon completing the chair shift, you assume the attention position and keep
it until end of reprimand (#12). Do not use gestures, do not shift eyes or
change posture.

8. GAZE AT COLONEL'S RIGHT SHOULDER INSIGNIA: Your eyes should fix
upon the insignia and you should speak as though you are addressing it.
Do not fixate to the point that your eyes glaze over or you appear stupefied.
Permit your eyes to move about over the area normally covered by the
epaulet. If the Colonel moves his shoulder, turn your head with the move-
ment so that your eyes are always straight ahead but fixed on the insignia.

9a. TALK IN SUBDUED TONES: Ordinary conversational tones in Country X
are the same as in ours (i.e. we govern our speaking voice by such factors
as distance, noise level, etc.). For the reprimand, reduce your voice to
the point that it seems distinctly lower than normal. Keep your voice above
the whisper level.

9b. TALK IN THIRD PERSON: Throughout the reprimand address the Colonel
as "the Colonel X" or "the Unit Commander." Refer to yourself as
"the American MTT Commander" or the "Training Coordinator" or "the
American Advisor." Never refer to yourself or to the Colonel with first and
second person pronouns (I, you, me, we, etc.). Be very careful to speak
always in the third person. You are addressing the rank, not the man.

this means you are talking to an object. To speak in the first or second person means you are reprimanding the person himself thus causing him to lose much face. As you address him, be very formal and proper. Use formal, stilted wording.

9c. PHRASE STATEMENT TO EXCLUDE COMMENTS FROM COLONEL X: You are to do all the talking in the reprimand and therefore must not make any statement which requires a verbal response from the Colonel. Questions must be rhetorical and answered by you.

9d. COVER THESE POINTS: You are to communicate three main points: (a) The Colonel has given preferecial treatment to his senior field grade officer; (b) This led to an incident in a paratroop exercise last night where a major refused to jump; (c) Although a training mission, the failure of a field grade officer to follow orders could seriously jeopardize future operational success of air drop capabilities. Each point must be given equal weight and your whole communication must not be longer than one and one-half minutes. You have purposely not been given a specific dialogue. You are to provide your own words in both the reprimand and the commendation. (See the glossary for terms commonly used in mobile training team missions).

10. SIGNAL END OF REPRIMAND: This is done by relaxing and simultaneously moving your chair back to the center of the desk (as it was when you entered the room). While moving the chair, look the Colonel full in the eyes.

11. RISE AND MOVE AROUND DESK TO COLONEL X's LEFT: Rise from your seat in front of the desk and move to your right unhurriedly and in a relaxed manner to the left side of the Colonel. You should be at his left and halted close enough so that you can reach out easily and place your hand on his left shoulder.

MOVE TO YOUR RIGHT
TO BEGIN COMMENDATION
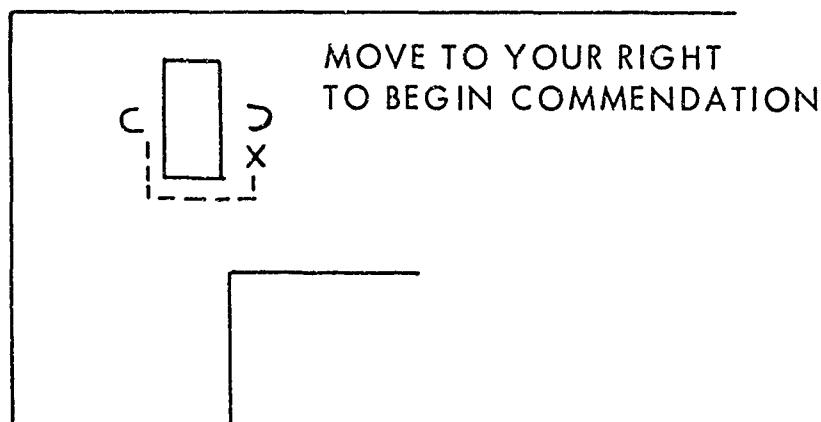
12. PLACE RIGHT HAND ON COLONEL X's SHOULDER: Place your right hand on the left shoulder of Colonel X. You should not cover his epqulet itself. (This is the symbolic way of saying you are no longer speaking to the insignia. Therefore, what you are saying is being directed to the man rather than to his rank).

13a. SPEAK WITH GREATER VOLUME THAN AT ANY TIME BEFORE: You should speak throughout the commendation with greater than normal speaking tones. Ordinary conversational tones in this Country are similar to ours; you must make an effort to keep your tones noticeably higher throughout this phase.

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13b. USE FIRST AND SECOND PERSON THROUGHOUT THE COMMENDATION: Refer to yourself as "I" and "me"; to the Colonel as "you"; and to the Colonel and yourself as "we", etc. Do not use the third person anywhere as this is somewhat insulting in a commendation. Use inflection, tone change, color, etc., in speaking.

14. USE LEFT HAND FOR EXPRESSIVE GESTURES: Be certain to use your left hand at least three times for some expressive gesture involving noticeable movement of the hand which must be within the periferal vision of the Colonel.

15. GAUGE LENGTH OF COMMENDATION TO EQUAL LENGTH OF REPRIMAND:
Time your commendation to be no more than one and one-half minutes in length. Make sure it is at least one minute in length. If you err, make the difference in favor of the commendation. Cover the following points: (a) The Colonel's excellent preparation of his support personnel for training and his continued support and motivation for these personnel during training; (b) the good effect well trained support personnel have on operational success of air drop missions; and (c) the excellence of the relationships that will develop between Country X and the US as a result of successful operational effectiveness.

16. RETURN TO FRONT OF DESK--STAND SILENTLY: You terminate the commendation and the whole interview by returning to the front of the desk and standing silently until the Colonel raps once. Stand away from the desk slightly but not at attention.

17. After standing in front of desk momentarily, snap to attention, touch front of desk with thighs and palms.

18. WHEN HEARS SIGNAL RAP BY COLONEL X, LEAVES SMARTLY:
Immediately upon hearing the rap, whether spoken to or not, leave the office. Do this by turning until you face the door and then walking out in a brisk, military manner. Make the turn toward the door and you first step toward it simultaneous and keep your movement continuous. Close the door behind you without a backward glance.

Glossary

Here are some terms and expressions often used by mobile training teams. Familiarize y.urself with these terms as they will help you in planning what you are to say to the Colonel. Remember that this scene is much like the real situation in that you would not have a fixed dialogue prepared for you (especially in the field). Most social situations are like this one, i.e., you have an appointment for an hour or so in the future and have the opportunity to think about what to say before going in. Remind yourself that the important thing is how you speak, i.e., mannerisms, gestures, proper procedures, etc., are critical in this scene.

MTT — Mobile Training Team — A group of American military advisors who come by invitation to another country. Their job is to provide technical training and character to host military personnel. These teams usually spend a relatively short time on these assignments.

Air Drop — The technique of delivering items, with cargo or personnel, to a destination by air without landing the aircraft. Parachutes are attached to the items to be delivered and quite rigid procedures are followed to insure the accuracy and effectiveness of this sort of delivery system.

Operational Effectiveness — The efficiency of a method or technique in actual practice. That is, the success of an organization in performing its functions on a day to day basis.

Senior or Field Grade Officers — Officers having rank of major, lieutenant colonel, or colonel.

Junior or Company Grade Officers — Officers having rank of second lieutenant, first lieutenant, or captain.

Support Personnel — Those members of a military organization who prepare and maintain equipment for use. This includes those who supply and transport equipment to others.

Night Drop Zone — The target area for the airdrop delivery of equipment and/or personnel at night. Night air drops are commonly used in counterinsurgency missions.

COIN — Counterinsurgency — The effort to repulse subversive insurgents from a given country.

BRIEF LIST OF BEHAVIORS

1. Waits for acknowledgment
2. Walks in military manner
3. Stands at right side of desk, thighs and palms touching desk
4. Wait for two raps give name and sit down
5. Sit relaxed
6. Move chair to own left
7. Sit at attention
8. Look at right shoulder insignia of colonel
9. Covers point of preferential treatment
10. Use formal, third person form of address
11. Speaks in low voice
12. Covers point of the major not jumping
13. Use formal, third person form of address
14. Speaks in low voice
15. Covers point of jeapordy to future success
16. Use formal third person form of address
17. Speaks in low voice
18. Move chair back to right and relax
19. Move to colonel's left
20. Place right hand on colonel's left shoulder
21. Covers point of colonel's good job with ground personnel
22. Use informal, 1st and 2nd person form of address
23. Speaks in loud voice
24. Covers point of support personnel's dependibility and fast reactions
25. Use informal, 1st and 2nd person form of address
26. Speaks in loud voice
27. Covers point of better relations between countries resulting from Colonel's efforts
28. Use informal, 1st and 2nd person form of address
29. Speaks in loud voice
30. Use minimum of three hand gestures
31. Equal time for reprimand and commendation
32. Go to front of desk, stand silently
33. Stand at attention as at 3
34. Walks out in military manner

INTERVIEW SCHEDULE

DATE _____

TIME _____

SUBJECT'S NAME _____

AGE _____

A.

    1. Have you ever had any acting or public speaking experience?

    2. What hobbies are you interested in?

    3. How do you spend your spare time?

    4. What is your major? Why did you choose it?

B. READING:

Name _____

FIVE MINUTE TEST   CODE _____

Instructions: List some of the behaviors you were asked to learn. List them for each phase of the interview. Write down only the number asked for, even if you remember extra ones.

REPORTING IN	REPRIMAND	COMMENDATION	REPORTING IN
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	
	4.	4.	

APPENDIX IV

PROCEDURE FOR PRETRAINING

1. MEET SUBJECT:
   (5 min.)

At three o'clock the four subjects for the night's tests meet in room 303 at Sherman Hall for pretraining. The room is a typical lecture room with rows of chairs and a pedium for the professor. The four subjects are seated at the front so they can clearly hear all that is said. After identifying the subjects, the preliminary remarks begin as an informative lecture.

2. PRELIMINARY REMARKS:
   (1 min.)

The critiquer begins by explaining that it is the job of the subject to place themselves in a roleplaying experience. In judging, emphasis will be made on his reaction to the behaviors, gestures, and tone rather than dialogue. The critiquer is very careful to stress that this is a demanding and stressful situation and that it is most important that they do their best to cooperate at all times.

3. DISTRIBUTION AND READING OF
   THE MANUAL:
   (30 min.)

After familiarizing the subjects with preliminary remarks the manuals are handed out. At this time the interviewer explains that there will be a short test at the end of the training period and again that it is very important that he read it carefully and to its full advantage. After this short briefing the subjects are left alone in the room to read.

4. QUESTIONS:
   (20 min.)

The critiquer enters the room and asks if there are any questions. There are various general questions which he must be prepared to deal with. He covers these topics: What to do when the Colonel interrupts, why the Major refused to jump and what the captain did, the intent and purpose of the reprimand, and more on the general background. The critiquer sums up and then concludes by telling subjects that they are to

really get into the cross-cultural
spirit of things.

5. ADMINISTERING TEST:
    (8 min.)

A short quiz on the behaviors
to be learned is handed out. The
quiz is labeled "5 Minute Test" and
requires the subject to list 13 be-
haviors from the manual (from
memory). The behaviors are spread
among categories of the Scenario
(reporting, reprimanding, command-
ing).

APPENDIX V

PROCEDURE FOR RECEPTION

1. ARRIVAL OF SUBJECT AT TELEVISION STUDIO RECEPTION ROOM

a. If more than ten minutes early

The subject is requested to leave and return at the scheduled time.

b. If less than ten minutes early or on time

The subject is greated into the reception room. The room is apart from the studio which is not seen by the subject. The only other people in the reception room are the receptionist and the critiquer. Cameramen and technicians may walk between the control room and the studio but have been instructed not to speak of anything regarding the experiment. The reception room contains a desk, several chairs and a TV monitor (turned off). Doors from the reception room lead to the control room, studio, and a private office.

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 _____
|  Television         |         |
|  Studio             |  ____   |
|                    /|        \|
|                   / | Control Room
|             _____/  |        |
| Private    |        |        |
| Office     |   /\   |  /\    |
|            |__/  \__|_/  \___|
|            |                 |
|            |   Reception room|
|_____|_____|
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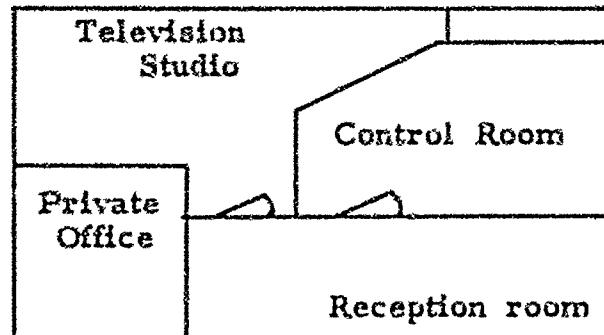
No questions are answered by the receptionist regarding the experiment. The subject is told, though that he will be given 5 minutes to look over the list of 34 behaviors, just before the scene begins, he is asked if he has spoken with a previous subject. At the scheduled time, or earlier if the cameramen and technicians are ready, the subject is brought into the private office by C and given the list of eighteen behaviors to read.

2. 5 MIN; REVIEW FOR SUBJECT

The subject is given complete privacy for four minutes while he reads and reviews the list of be-

haviors. C enters the room and
checks to see if the subject is ready.
The subject is then given one more
minute to look at the list. The
receptionist then takes the list of
behaviors from the subject and
escorts him to the door of the studio.
The subject is told that a tap on
his shoulder is his cue to knock on
the door. A technician in the con-
trol room informs C. to cue the
receptionist who cues the subject.
The subject then begins the scene
by knocking on the door.

PROCEDURE FOR FEEDBACK

1. SELECTION OF EXPERIMENTAL
   VS CONTROL
         (1 minute)

When the subject completes the "before" scene, critiquer tosses a coin to determine whether the subject will be in the control or experimental mode for feedback. In each evening session there will be four subjects. Two will be placed in each group. Those placed in the control group will be given only verbal feedback by the critiquer. Those in the experimental group will be given both verbal and self-confrontation feedback. Feedback for either group lasts for twenty minutes. Up to this point the subjects were unaware that they would repeat the scene or that they would receive feedback of any kind.

2. VERBAL FEEDBACK
       (20 Minutes)

The critiquer and the subject go into the private office. The critiquer has rated the subject on the behaviors he exhibited during his "before" scene. This rating sheet is used as the basis for the feedback. The critiquer explains to the subject that what he has done correctly and what he has missed. Each of the behaviors on the checklist are gone over and the subject coached on their proper execution. After reviewing the list several times it is briefly summarized together with the main reactions and questions of the subject. The critique is entirely recorded on magnetic tape for purposes of later study.

3. SELF-CONFRONTATION
       (20 minutes)

If the subject is placed in the experimental group he is seated in front of the television monitor in the reception room. Only the subject and the critiquer are present. The subject first watches himself through the entire scene with no comments from the critiquer. The first run-through is to give the

subject an opportunity to experience the novelty of seeing himself in action. The tape is played through several times (within a 15 minute limit). With successive replays the critiquer gives feedback to the subject; describing and commenting upon each behavior as it is correctly or incorrectly accomplished. The subject is freely encouraged to ask questions and to participate actively in the feedback session. The critique is recorded on magnetic tape as in the verbal feedback mode.

4. SUBJECT CUEING

Immediately following the feedback sessions (whether verbal or self-confrontation) the subject is brought from the private office and taken to the studio where he is cued for the "after" scene.

FINAL PROCEDURE

1. RETURN FROM "AFTER"
         SCENE
      (10 min.)

When the subject returns to the reception room after the second scene, he is thanked by the critiquer for his part in the experiment. He is told by the critiquer that the receptionist will administer a post-test questionnaire, will debrief him as to the purpose of the study, and will give him his time card.

2. ADMINISTERS

The receptionist administers the post-test questionnaire which consists of four questions to be answered on a radian scale and one open-ended question. The major purpose of this questionnaire is to aid in planning future experiments of this kind and to give some idea of the subject's viewpoint of the experiment. This is given in the private office and the subject may take as long as he wishes. The receptionist answers the comments made on the questionnaire so the subject can better understand why certain things were or were not done in planning. She also asks the experimental subjects which behaviors they felt were best learned by the self-confrontation method.

3. DEBRIEFING
      (5 min.)

The receptionist explains to the subject that the purpose of the experiment is to test the self-confrontation method. It is explained that though all of the subjects are given the same pretraining and play the same role in the same scene, one-half of the subjects are only told what they did correctly and incorrectly and how this should be changed, while the other half of the subjects also views the scene. All of the performances will be rated by the same judges and scores will be compared to determine if there is a difference in the learning between the two methods. It is also explained that although the country

and the characters are fictional,
the scene itself is not that unreal.
It is after the case that a military
person will be sent to a foreign
country for only a few weeks. The
customs of the people in the country,
all the way down to minute gestures
are of ten different from those in
our country. In fact, many very
commonplace things in our culture
are unacceptable in others and
often insulting. This type of
incident can often lead to poor re-
lations betwe ı the two countries,
which should oe avoided as much as
possible. It is hoped that a training
technique of the self-confrontation
method can eliminate this type of
problem. The subject is then en-
couraged to ask questions.

4. SUBJECT LEAVES
(30 sec.)

The subject is given his time
card and thanked by the receptionist.

APPENDIX VIII

PROCEDURE FOR JUDGING THE TAPES

1. SELECTION OF JUDGES

    Judges were a panel of five Antioch students drawn from sophomore and junior psychology courses. They met these requirements:
1. Same age and sex (19-21, males)
2. Background in psychology and sociology methods courses.
3. No knowledge of the experimental hypotheses and research design.

2. SEQUENCING

    The sequence of presentation to the judges was established by first dividing tapes by reels. The cuts on each tape were then separated; into control and experimental before and after. These cuts were then ordered so that no one group occurred more often than any other in sequence and such that the cuts of a given subject did not follow in order and those in a given evening did not occur together.

3. PRETRAINING OF JUDGES
    (4 hours)

    The judges were given a training period of four hours. In this time the extra tapes are played and replayed until the judges can make consistent ratings of all the behaviors.

4. JUDGING THE TAPES
    (16 hours over two
    day period)

    After the training, the judges had a break. They then began the rating of the tapes. Each of the cuts were played three times so that the judges made accurate ratings. The rating period consists of approximately sixteen hours covering a two day period.

APPENDIX IX

| |

code number
| | | | |

Summary of Behaviors to be Learned

| BEHAVIOR | ACCOMPLISHMENT |

(Reporting In)

1. Waits for acknowledgement

yes ☐ no ☐

2. Walks in military manner

yes ☐ no ☐

3. Stands at the right side of
the colonel's desk (as viewed
by the colonel) with thighs
and palms touching desk.

yes ☐ no ☐

4. After colonel raps twice, captain
pauses, gives name and rank and
then sits down.

yes ☐ no ☐

5. Captain sits in relaxed posture
in chair before going into next
phase.

yes ☐ no ☐

(Reprimanding)

6. Shifts chair to own left
(thus signalling the onset
of the reprimand)

yes ☐ no ☐

BEHAVIOR	ACCOMPLISHMENT

7. Sits at attention

    yes   no

   ☐   ☐

8. Gazes at colonel's right shoulder insignia with eyes straight ahead. When colonel moves shoulder, the captain's head moves also, so as to track the motion of the insignia

    yes   no

   ☐   ☐

9. Covers three main points in reprimanding the colonel and does so entirely in the third person and in subdued tones (low voice volume) throughout

points

	covered		third person		voice level low	
	yes	no	yes	no	yes	no
a. The colonel's preferential treatment of field grade officers.	☐	☐	☐	☐	☐	☐
b. The failure of a major to jump on the training mission last night.	☐	☐	☐	☐	☐	☐
c. The risk of having such behavior jeopardize future effectiveness of the colonel's unit.	☐	☐	☐	☐	☐	☐

10. Captain signal's the end of the reprimand by moving chair to his right and simultaneously looking Col. X 'n the eyes while assuming a relaxed position

    yes   no

   ☐   ☐

BEHAVIOR	ACCOMPLISHMENT

(Commendation)

11. Signal's the beginning of the commendation by rising, moving to own right around to the left side of the colonel (but without speaking)

yes ☐ no ☐

12. Place's right hand on Col. X's left shoulder, stands relaxed and does not begin to speak until the shoulder insignia is covered by the hand.

yes ☐ no ☐

13. Covers three points in commending the colonel, using the 1st or 2nd person throughout while maintaining voice level well above normal conversational tones.

points	covered	1st or 2nd person	voice level high
	yes ☐ no ☐	yes ☐ no ☐	yes ☐ no ☐
a. The colonel's good job of training his support troops			
	yes ☐ no ☐	yes ☐ no ☐	yes ☐ no ☐
b. The outcome of the colonel's good work will be a dependable and fast-reacting unit			
	yes ☐ no ☐	yes ☐ no ☐	yes ☐ no ☐
c. The colonel's efforts helped establish good relationships between the US and culture X			

14. Use left hand for expressive gestures (at least three gestures throughout entire commendation)

15. Gauge length of commendation to equal length of reprimand (difference in time less than 15 seconds)

yes ☐ no ☐

BEHAVIOR   ACCOMPLISHMENT

                                            yes   no

16. Captain signals end of com-   ☐   ☐
    mendation by removing hand,
    returning to the front of the
    desk and standing silently.

(Reporting Out)
                                            yes   no

17. Captain is standing at the front   ☐   ☐
    of the desk; comes to attention,
    thus giving the signal that he
    wishes to report out.

                                            yes   no

18. When the captain hears a single   ☐   ☐
    rap on the desk by the colonel,
    he turns to the right and walks
    out in a military manner.

TIME:

        A. For entire scene   minutes   seconds
           (behaviors 1-18)
                                      ┌──────────┬──────────┐
                                      │   │   │
                                      └──────────┴──────────┘

        B. For reprimand   minutes   seconds
           (behaviors 6-10)
                                      ┌──────────┬──────────┐
                                      │   │   │
                                      └──────────┴──────────┘

        C. For commendation   minutes   seconds
           (behaviors 11-16)
                                      ┌──────────┬──────────┐
                                      │   │   │
                                      └──────────┴──────────┘

POST-EXPERIMENTAL QUESTIONNAIRE

CODE

NAME _____

DATE _____

INSTRUCTIONS: Place an X above the line at a point which represents your feeling about the question.

1. How rapidly do you think you learned the movements and gestures in the scene?

1	2	3	4	5	6	7	8	9

quite slowly   quite rapidly
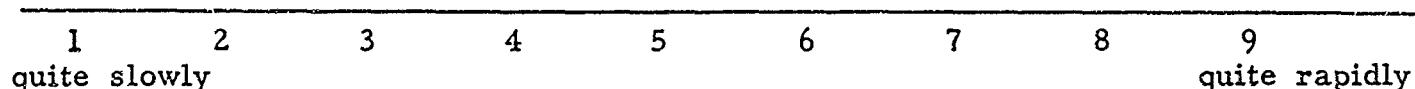
2. Do you think the training between scenes helped you learn the behavior?

9	8	7	6	5	4	3	2	1

great help   great hindrance
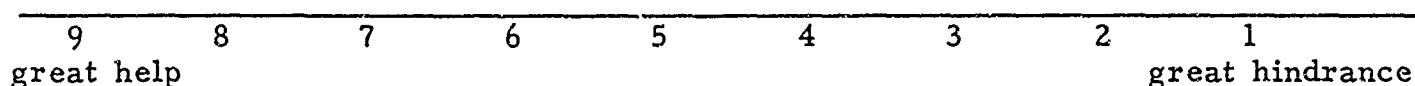
3. Did the lack of specific dialogue bother you?

9	8	7	6	5	4	3	2	1

very much   not at all
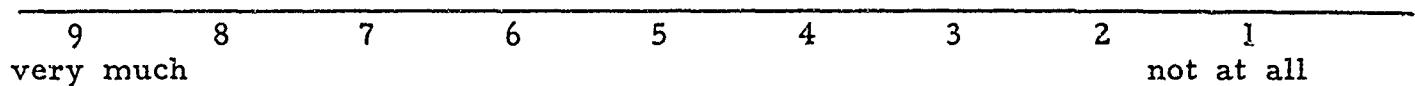
4. Do you think more or less training between scenes would have helped you learn the behaviors faster?

1	2	3	4	5	6	7	8	9

much less   much more
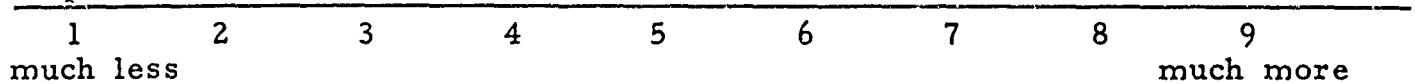
5. Have you any comment in general which will help us with similar experiments in the future?

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	2b GROUP N/A

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INTERACTION SKILLS THROUGH SELF-CONFRONTATION

4 DESCRIPTIVE NOTES *(Type of report and inclusive dates)*

Final report, July 1964 - August 1964

5 AUTHOR(S) *(Last name, first name, initial)*

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13 ABSTRACT

An experiment was carried out to assess the relative effectiveness of two methods of training USAF military advisors in cross-cultural skills. A scenario was constructed requiring subjects to play the role of an American USAF Captain who had to interact, in specified ways with a "foreign counterpart," a role played by an actor. A list of 34 behaviors appropriate to the situation and fictitious culture were provided the subject. The behaviors required ranged from actions, gestures, etc which were similar to those in our own society, to those which were considerably different. Twenty-three male subjects were divided into control and experimental groups and taught the desired behaviors by two methods: (1) Verbal coaching after a role-playing session (2) self-confrontation by a videotape replay after a role-playing session. Considerable improvement resulted from these methods. The experiment confirmed the effectiveness of self-confrontation as a training technique for the rapid acquisition of complex and subtle skills of interaction - an area of difficulty encountered by USAF advisors on counterinsurgency training missions. Suggestions for further research on self-confrontation as a training technique are made.

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14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
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Counterinsurgency (COIN)						
Training, military training						
Training and training aids						
Complex human skills						
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